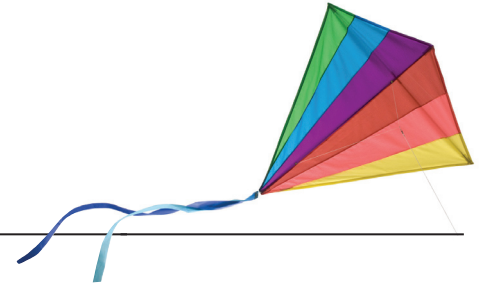




Alignment of



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Teaching Strategies GOLD®  
Objectives for Development & Learning:  
Birth *Through* Kindergarten

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten  
With  
*Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children***

This document aligns the content in the *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*<sup>®</sup> objectives for development & learning: Birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.

Mississippi Department of Education. (2012). *Mississippi early learning standards for classrooms serving three-year-old children*. Jackson, MS: Author.  
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<b>English Language Arts</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask “What is the duck doing?” or respond to “Tell me about the duck”).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
2. With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.	18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as prompts
3. With guidance and support, identify common objects in the pictures in a book.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs
<b>Craft and Structure</b>	
<b>4. With guidance and support, exhibit curiosity and interest that print conveys meaning.</b>	
a. Increase vocabulary through conversations with adults and peers.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
b. Identify real world print (e.g., labels in the classroom, signs in the community).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
5. With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors

6. With guidance and support, identify the terms “author” and “illustrator.”	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
<b>Integration of Knowledge and Ideas</b>	
7. With guidance and support, make connections between self and real life experiences as they relate to classroom books.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation
9. With guidance and support, recall a sequence of events in familiar stories.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Range of Reading and Level of Text Complexity</b>	
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. With guidance and support, answer questions related to a variety of print materials.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
2. With guidance and support, identify the main topic/idea and demonstrate some details through play (e.g., dramatic play, art, writing, math, building blocks, science, music, and/or manipulatives).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else  18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures

3. With guidance and support, identify the connections between self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child’s life).	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>Craft and Structure</b>	
4. With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
5. With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow
6. With guidance and support, identify the terms “author” and “illustrator.”	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
<b>Integration of Knowledge and Ideas</b>	
7. With guidance and support, make connections between self and real life experiences as they relate to classroom books.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
<b>Range of Reading and Level of Text Complexity</b>	
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult

<b>Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
<b>1. With guidance and support, demonstrate basic features of print.</b>	
a. Recognize that spoken words can be written and convey meaning.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
b. Recognize and name some letters in their first name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 3 emerging to 4. Recognizes as many as 10 letters, especially those in own name
c. Recognize some numbers.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 3 emerging to 4. Identifies numerals to 5 by name and connects each to counted objects
d. Recognize that print moves from left to right, top to bottom, and page by page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow
<b>Phonological Awareness</b>	
<b>2. With guidance and support, demonstrate an emerging understanding of spoken words and sounds.</b>	
a. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously
b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously

<p>c. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).</p>	<p>12. Remembers and connects experiences                      12a. Recognizes and recalls                      3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>
<p>d. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).</p>	<p>23. Demonstrates knowledge of patterns                      3 emerging to 4. Copies simple repeating patterns</p>
<p>3. With guidance and support, demonstrate emergent phonological awareness skills (e.g., recognize first name in print).</p>	<p>16. Demonstrates knowledge of the alphabet                      16a. Identifies and names letters                      3 emerging to 4. Recognizes as many as 10 letters, especially those in own name</p>
<p><b>Fluency</b></p>	
<p>4. With guidance and support, display emergent reading behavior through pretend reading and picture reading.</p>	<p>18. Comprehends and responds to books and other texts                      18b. Uses emergent reading skills                      3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>
<p><b>Writing Standards</b></p>	
<p><b>Text Types and Purposes</b></p>	
<p>1. With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.</p>	<p>9. Uses language to express thoughts and needs                      9d. Tells about another time or place                      5 emerging to 6. Tells stories about other times and places that have a logical order and that include major details</p> <p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                      2 emerging to 3. Mock letters or letter-like forms</p>

<b>Production and Distribution of Writing</b>	
6. With guidance and support, begin to experiment with a wide variety of fine motor materials and to hold age-appropriate writing instruments (e.g., paint brushes, markers, large crayons, large pencils) to develop eye-hand coordination.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3 emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects  7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 3 emerging to 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
<b>Speaking and listening standards</b>	
<b>Comprehension and Collaboration</b>	
1. With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one-on-one interactions).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 3 emerging to 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
2. With guidance and support, demonstrate understanding of information by asking and answering questions and responding to directions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
<b>Presentation of Knowledge and Ideas</b>	
4. With guidance and support, describe familiar people, places, things, and events.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
6. With guidance and support, demonstrate an emergent ability to express thoughts, feelings, and needs clearly.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items



<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<b>1. With guidance and support, demonstrate age appropriate standard English.</b>	
a. Ask and answer questions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
b. Use simple prepositions (e.g., in, out, on, off).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
c. Uses proper words instead of slang or “motherese” (e.g., “baby talk”).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
<b>Vocabulary Acquisition and Use</b>	
4. With guidance and support, demonstrate developing vocabulary with the majority of words spoken being understood by adults and peers.	9. Uses language to express thoughts and needs 9b. Speaks clearly 5 emerging to 6. Is understood by most people; may mispronounce new, long, or unusual words
5. With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	13. Uses classification skills 5 emerging to 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
6. With guidance and support, use words and phrases acquired (e.g., conversations, experiences, shared reading, being read to).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items

<b>Mathematics</b>	
<b>Counting and Cardinality Domain</b>	
<b>Know number names and the count sequence.</b>	
1. With guidance and support, recite numbers to 5 or beyond from memory.	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
2. With guidance and support, experiment with a combination of written representations (e.g., scribbling or drawing).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1 emerging to 2. Controlled linear scribbles
<b>Count to tell the number of objects.</b>	
3. With guidance and support, experiment with counting concrete objects and actions up to 3.	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
<b>Compare numbers.</b>	
4. With guidance and support, experiment with comparing quantities using concrete manipulatives to determine more, less, and same.	20. Uses number concepts and operations 20b. Quantifies 5 emerging to 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
<b>Operations and Algebraic Thinking Domain</b>	
<b>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.</b>	
1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	20. Uses number concepts and operations 20b. Quantifies 5 emerging to 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

2. With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping, and patting).	23. Demonstrates knowledge of patterns 3 emerging to 4. Copies simple repeating patterns
<b>Measurement and Data Domain</b>	
<b>Describe and compare measurable attributes.</b>	
1. With guidance and support, experiment with measurable attributes of everyday objects such as big, little, tall, short, full, empty, heavy, light.	22. Compares and measures 5 emerging to 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
2. With guidance and support, experiment with ordering two objects using attributes of big, bigger, long, longer, tall, taller, short, shorter.	22. Compares and measures 5 emerging to 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
<b>Classify objects and count the number of objects in each category.</b>	
3. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
<b>Geometry Domain</b>	
<b>Explore, identify, and describe shapes (squares, circles, rectangles).</b>	
1. With guidance and support, correctly name circles, squares, and triangles.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 3 emerging to 4. Identifies a few basic shapes (circle, square, triangle)
2. With guidance and support, recognize circles, squares, and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 5 emerging to 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

<b>Analyze, compare, create, and compose shapes.</b>	
3. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

<b>Approaches to Learning</b>	
<b>Play</b>	
<b>Engage in play.</b>	
1. With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs  11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
<b>Curiosity and Initiative</b>	
<b>Demonstrate curiosity and initiative.</b>	
1. Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas  11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed

2. Begin to ask questions to seek new information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
3. Demonstrate an increasing ability to make independent choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
4. With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
<b>Persistence and Attentiveness</b>	
<b>Demonstrate persistence and attentiveness.</b>	
1. With guidance and support, follow through to complete a task or activity.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
3. With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
<b>Problem-Solving Skills</b>	
<b>Demonstrate problem-solving skills.</b>	
1. Identify a problem or ask a question.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
2. Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
3. With guidance and support apply prior learning and experiences to build new knowledge.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility

<b>Social and Emotional Development</b>	
<b>Social Development</b>	
<b>Build and maintain relationships with others.</b>	
<b>1. Interact appropriately with familiar adults.</b>	
a. With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 7 emerging to 8. Engages with trusted adults as resources and to share mutual interests
b. With guidance and support, engage with a variety of familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
<b>2. Interact appropriately with other children.</b>	
a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and other 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
c. With guidance and support, ask permission to use materials belonging to someone else.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and other 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
d. Acknowledge needs and rights of others (e.g., “It’s your turn on the swing.”).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and other 4. Takes turns

<b>3. Express empathy and care for others.</b>	
a. With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
b. Begin to offer and accept encouraging and courteous words to demonstrate kindness.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems
c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., “You seem sad.”).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately
<b>Work productively toward common goals and activities.</b>	
<b>4. Participate successfully as a member of a group.</b>	
a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of others 8. Cooperates and shares ideas and materials in socially acceptable ways
b. With guidance and support, sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children
c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>5. Join ongoing activities in acceptable ways.</b>	
a. Begin to express to others a desire to play (e.g., “I want to play.”).	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
b. With guidance and support, lead and follow.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
c. With guidance and support, move into group with ease.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups



<b>6. Resolve conflicts with others.</b>	
a. With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”)	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems
b. With guidance and support, use courteous words and actions (e.g., “Please give me the book.” “I’m sorry I stepped on your mat.”).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
<b>Emotional Development</b>	
<b>Demonstrate awareness of self and capabilities.</b>	
<b>1. Demonstrate trust in self.</b>	
a. Begin to make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
b. Begin to identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>2. Develop personal preferences.</b>	
a. Begin to express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” “I want ...”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs  11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
<b>3. Show flexibility, inventiveness, and interest in solving problems.</b>	
a. With guidance and support, make alternative choices (e.g., move to another area when a center is full).	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification

<p>b. With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      5 emerging to 6. Solves problems without having to try every possibility</p> <p>11. Demonstrates positive approaches to learning                      11e. Shows flexibility and inventiveness in thinking                      6. Changes plans if a better idea is thought of or proposed</p>
<p><b>4. Know personal information.</b></p>	
<p>a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).</p>	<p>29. Demonstrates knowledge about self</p>
<p>b. Begin to refer to self by first name.</p>	<p>29. Demonstrates knowledge about self</p>
<p>c. With guidance and support, know parents’/guardians’ names.</p>	<p>29. Demonstrates knowledge about self</p>
<p><b>Recognize and adapt expressions, behaviors, and actions.</b></p>	
<p><b>5. Show impulse control with body and actions.</b></p>	
<p>a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).</p>	<p>4. Demonstrates traveling skills                      6. Moves purposefully from place to place with control</p>
<p>b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).</p>	<p>1. Regulates own emotions and behaviors                      1a. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>c. With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).</p>	<p>1. Regulates own emotions and behaviors                      1a. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>

<b>6. Manage emotions.</b>	
a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
b. With guidance and support, recognize emotions (e.g., “I am really mad.”).	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
c. With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
d. With guidance and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
<b>7. Follow procedures and routines with teacher support.</b>	
a. Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders  8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs  7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

<p>c. Begin to take turns and to share information with others (e.g., interact during group time).</p>	<p>3. Participates cooperatively and constructively in group situations                      3a. Balances needs and rights of self and others                          4. Take turns</p> <p>8. Listens to and understands increasingly complex language                      8a. Comprehends language                          6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
<p><b>8. Demonstrate flexibility in adapting to different environments.</b></p>	
<p>a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                          7 emerging to 8. Applies rules in new but similar situations</p>
<p>b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                          7 emerging to 8. Applies rules in new but similar situations</p>

<b>Science</b>	
<b>Scientific Method and Inquiry</b>	
<b>Engage in simple investigations.</b>	
1. With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
2. With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 24. Uses scientific inquiry skills
3. With guidance and support, use a variety of simple tools to make investigations.	28. Uses tools and other technology to perform tasks
4. With guidance and support, work collaboratively with others.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
<b>Use the five senses to explore and investigate the environment.</b>	
5. With guidance and support, identify the body parts associated with the use of each of the five senses.	24. Uses scientific inquiry skills 29. Demonstrates knowledge about self
<b>Physical Science</b>	
<b>Develop awareness of observable properties of objects and materials.</b>	
1. Begin to manipulate and explore a wide variety of objects and materials.	26. Demonstrates knowledge of the physical properties of objects and materials
2. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).	26. Demonstrates knowledge of the physical properties of objects and materials
3. With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials

<b>Life Science</b>	
<b>Develop an awareness of living things.</b>	
1. With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).	25. Demonstrates knowledge of the characteristics of living things 30. Shows basic understanding of people and how they live
2. With guidance and support, describe individual characteristics of self, other living things and people.	25. Demonstrates knowledge of the characteristics of living things 29. Demonstrates knowledge about self
<b>Earth Science</b>	
<b>Develop an awareness of earth science and space.</b>	
1. With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).	27. Demonstrates knowledge of Earth's environment
2. Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).	27. Demonstrates knowledge of Earth's environment
3. With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).	27. Demonstrates knowledge of Earth's environment
<b>Technology</b>	
<b>Identify and explore a variety of technology tools.</b>	
1. With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).	28. Uses tools and other technology to perform tasks

<b>Physical Development</b>	
<b>Gross Motor Skills</b>	
<b>Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.</b>	
1. Identify body parts (e.g., knee, foot, arm).	29. Demonstrates knowledge about self
2. With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).	6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements
<b>Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.</b>	
3. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	5. Demonstrates balancing skills 5 emerging to 6. Sustains balance during simple movement experiences
4. With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
5. Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).	4. Demonstrates traveling skills 7 emerging to 8. Coordinates complex movements in play and games  6. Demonstrates gross-motor manipulative skills 7 emerging to 8. Manipulates balls or similar objects with a full range of motion
<b>Participate in physical activity for self-expression and/or social interaction.</b>	
6. With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.	35. Explores dance and movement concepts
<b>Fine Motor</b>	
<b>Demonstrate competency in fine motor skills needed to perform a variety of physical activities.</b>	
1. With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 7 emerging to 8. Uses small, precise finger and hand movements

<b>Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.</b>	
2. With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 7 emerging to 8. Uses small, precise finger and hand movements
3. With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>Participate in fine motor activity for self-expression and/or social interaction.</b>	
4. With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end  14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
5. With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.</b>	
6. With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>Self-Care, Health, and Safety Skills</b>	
<b>Demonstrate an awareness and practice of safety rules.</b>	
1. With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders



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<p>2. With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>3. With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p><b>Demonstrate an emerging use of standard health practices.</b></p>	
<p>4. With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      6. Demonstrates confidence in meeting own needs</p>
<p>5. With guidance and support, participate in a variety of physical activities.</p>	<p>4. Demonstrates traveling skills                      6. Moves purposefully from place to place with control                       5. Demonstrates balancing skills                      6. Sustains balance during simple movement experiences</p>
<p>6. With guidance and support, identify nutritious foods.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      7 emerging to 8. Takes responsibility for own well-being                       29. Demonstrates knowledge about self</p>

<b>Creative Expression</b>	
<b>Music</b>	
<b>Participate in music-related activities.</b>	
1. With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects.	34. Explores musical concepts and expression
2. Begin to sing a variety of short songs.	34. Explores musical concepts and expression
3. With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions).	34. Explores musical concepts and expression
4. With guidance and support, identify fast and slow tempos.	34. Explores musical concepts and expression
5. With guidance and support, recognize a wide variety of sounds.	34. Explores musical concepts and expression
<b>Dance and Movement</b>	
<b>Demonstrate understanding through the use of music.</b>	
1. With guidance and support, create simple movements (e.g., twirl, turn around, shake).	35. Explores dance and movement concepts
2. With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).	35. Explores dance and movement concepts
<b>Theatre and Dramatic Play</b>	
<b>Engage in spontaneous dramatic play throughout the day in a variety of centers.</b>	
1. Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else  36. Explores drama through actions and language
2. With guidance and support, use available materials as either realistic or symbolic props.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

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<p>3. With guidance and support, make up new roles from experiences and/or familiar stories.</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>36. Explores drama through actions and language</p>
<p>4. With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>36. Explores drama through actions and language</p>
<p><b>Visual Arts</b></p>	
<p><b>Create visual art.</b></p>	
<p>1. With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.</p>	<p>7. Demonstrates fine-motor strength and coordination                      7b. Uses writing and drawing tools                      6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p> <p>33. Explores the visual arts</p>
<p>2. With guidance and support, create artwork that reflects an idea, theme, or story.</p>	<p>33. Explores the visual arts</p>
<p>3. With guidance and support, describe own art work.</p>	<p>33. Explores the visual arts</p>

<b>Social Studies</b>	
<b>Family and Community</b>	
<b>Understand self in relation to the family and the community.</b>	
1. Begin to identify self as a member of a family, the learning community, and local community.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
2. With guidance and support, identify similarities and differences in people.	30. Shows basic understanding of people and how they live
3. With guidance and support, describe some family traditions.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
4. With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
<b>Understand the concept of individual rights and responsibilities.</b>	
5. With guidance and support, demonstrate responsible behavior related to daily routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 30. Shows basic understanding of people and how they live
<b>6. With guidance and support, explain some rules in the home and in the classroom.</b>	
a. Identify some rules for different settings.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 7 emerging to 8. Applies rules in new but similar situations
b. Identify appropriate choices to promote positive interactions.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
7. With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	30. Shows basic understanding of people and how they live
8. With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).	29. Demonstrates knowledge of self 30. Shows basic understanding of people and how they live

<p>9. With guidance and support, describe a simple sequence of familiar events.</p>	<p>12. Remembers and connects experiences                      12a. Recognizes and recalls                      6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>
<p><b>Our World</b></p>	
<p><b>Understand the importance of people, resources, and the environment.</b></p>	
<p>1. With guidance and support, treat classroom materials and belongings of others with care.</p>	<p>3. Participates cooperatively and constructively in group situations                      3a. Balances needs and rights of self and others                      5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors</p>
<p>2. With guidance and support, identify location and some physical features of familiar places in the environment.</p>	<p>32. Demonstrates simple geographic knowledge</p>
<p>3. With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      4. Acts out familiar or imaginary scenarios; may use props to stand for something else                       30. Shows basic understanding of people and how they live</p>
<p>4. Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      4. Acts out familiar or imaginary scenarios; may use props to stand for something else                       28. Uses tools and other technology to perform tasks</p>
<p>5. With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>

History and Events	
Understand events that happened in the past.	
1. With guidance and support, describe a simple series of familiar events.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
2. With guidance and support, begin to understand events that happened in the past.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view  31. Explores change related to familiar people or places